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ABSTRACT

Michigan Technological University has introduced a program which awards a certificate in Foreign Language and Area Study to students completing two years of the same foreign language and three area studies courses. It was developed in response to the necessity of dropping 19 foreign language courses. A survey of freshman English students revealed that most were unaware of the advanced placement program, and analysis of division requirements found that it was difficult for students to elect a three-term sequence of courses. A survey of corporate employers in Michigan provided support for the opinion that foreign language skills are beneficial in careers, and the placement office provided copies of job descriptions requiring foreign language fluency. Facts about the role of the International Division of the Michigan Department of Commerce were gathered. A university program development committee benefitted from the publicity given to the President's Commission on Foreign Languages and International Studies when it presented its report to the school's administration. The encouraging response from students and faculty led to implementation of some recommendations, including planning of schedules to allow students in all disciplines to take foreign languages. Despite some administrative barriers, the program awarded its first certificates in May 1984, and enrollments are expected to increase. (MSE)

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Sigrid Weinmann
Michigan Technological University

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Increasing Career Opportunities through Foreign Languages: A Certificate in Foreign Language and Area Study

Recognizing the importance of global perspectives in professional education, Michigan Technological University awards a Certificate in Foreign Language and Area Study to students who complete two years of the same foreign language and three area study courses. This Certificate, first awarded in May 1984, has had a great impact on enrollments in foreign language courses at a university with virtually no foreign language requirement. In my discussion I will give you information on the background of the Certificate as well as a step-by-step description of every stage of the development.

Background: In the spring of 1977 the Department of Humanities had been asked to drop all foreign language courses that had not been offered in five years. Much to our dismay, we had to drop 19 courses, most of them graduate reading courses which were no longer required. The Board of Control, however, was disturbed by the elimination of 19 courses and asked for a report on the subject. Needless to say, I was very happy to comply with this request. Instead of lamenting the loss of courses, the foreign language faculty looked for ways of improving the situation because we realized that real change could be brought about only if we received support from the university. Therefore, our department head asked the President to appoint a committee with representatives from each college and school to study the state of foreign language education at Michigan Tech, its problems and its possibilities. The President appointed the committee in the fall of 1978 for the purpose of suggesting specific actions to strengthen the role

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of foreign language education at Michigan Tech.

The Committee met throughout the 1978/79 academic year. The first objective was to determine the background our students had in foreign languages as well as their attitudes towards language study. The Committee designed a questionnaire which was filled out by almost 1,300 students enrolled in Freshman English classes.

Transparency: Questionnaire

Although more than half of the students questioned had studied a foreign language in high school, relatively few students continue studying a foreign language on the university level. The Committee tried to find out why there was such a radical decline by analyzing the questionnaire results. One important question, #7, was:

Do you know about the benefits of taking the foreign language placement test?

1) Yes 256 2) No 963

The Committee decided to design a foreign language brochure and to increase the amount of publicity about the advanced placement program. All students accepted at Michigan Tech now receive information about the placement program.

Another question, #9, was:

Would you take a foreign language if your major department accepted it as approved HU credit?

1) Yes 802 2) No 450

Members of the Committee discussed the importance of foreign languages in careers in various departments, on the radio, at a meeting of the Admissions Liaison Committee, and at freshman orientation sessions. Due to the

work of the Committee, the School of Business and Engineering Administration immediately changed the rules and began to accept credits for the first year of foreign language study as approved HU credits.

However, the Committee found several institutional barriers:

In many curricula there is only limited opportunity to elect any course during any given quarter; it is almost impossible to elect a three-term sequence of courses, particularly in the freshman year. This situation almost always leaves the student who wants to take a foreign language with a heavy overload.

The College of Engineering recognized only second-year foreign language courses as approved HU credits. First-year classes counted only as free electives.

Students were also asked the following question #10:

Would awarding a certificate of competency which could improve your career opportunities encourage you to take a foreign language?

1) Yes 892 2) No 358

In order to substantiate the claim that foreign languages are beneficial in a student's career, several members of the faculty conducted a survey among corporate employers in Michigan. In addition to that, the university's Placement Office provided us with copies of job descriptions that required fluency in a foreign language. We further supported our statement on career opportunities with facts on Michigan's very significant role in global affairs provided by the International Division of the Michigan Department of Commerce. We could now demonstrate that corporate employers were indeed looking for engineers and other professionals who had training in foreign languages. The Committee's report was sent to the Vice

President for Academic Affairs on October 22, 1979, about two weeks before President Carter's Commission on Foreign Languages and International Studies presented its final report. The publicity which the report of President Carter's Commission received certainly helped us in our efforts to improve foreign language education on our campus.

Transparency: Assertions

Transparency: Recommendations

The report was also sent to the deans, the president of the university, and the Board of Control. I presented the report to the Academic Council as well as several departments; it was circulated and discussed across the campus.

Encouraged by the response we had received from students and faculty, we proceeded to implement some of the recommendations of the report. We prepared schedules for all four-year degree programs to allow students to take a foreign language.

Transparency: Advising Sheet - Mechanical Engineering

Transparency: College of Engineering (#10 - almost 72%)

We also investigated the possibility of study abroad programs and opportunities for international co-op. Unfortunately, our first proposal for an exchange program with a French university fell through. However, we now have two programs for German students, one at the Eidgenössische Technische Hochschule in Zürich, Switzerland, and one at the University of Stuttgart in West Germany. At the moment, the details for a summer co-op program in Germany are being worked out. That program for juniors and seniors should be in place next year.

In all our endeavors, we had the greatest support from the School of

Business and Engineering Administration. Since the students who had been polled used a code for their curriculum, we could identify departments and colleges in which student interest in foreign languages was high.

Transparency: Business Administration

Business majors seemed to be particularly interested in a certificate that would enhance their career opportunities (72%). Therefore, several faculty members in the School of Business discussed such a certificate with the foreign language teachers and faculty in the Department of Social Sciences. The program was designed by the faculty in the three departments and received the endorsements of the department heads and the deans. It was then sent to the Faculty Senate and the President of Michigan Technological University for approval. Progress was often slow: We had to overcome several stumbling blocks: an interim Vice President for Academic Affairs who did not act on our proposal, the resignation of the head of the Department of Social Sciences, an interim department head who was reluctant to act, the resignation of a foreign language teacher and a one-year replacement, a two-year leave of another teacher and two one-year replacements.

Finally, the Senate Curricular Policy Committee approved our proposal on April 21, 1983; the Faculty Senate approved it on May 4, 1983.

Transparency: Senate Proposal

The President approved the Certificate in the fall of 1983; it was first awarded to graduating seniors in May 1984.

Transparency: Certificate Schedule

Transparency: Description of Certificate sent to newspapers, etc.

Transparency: Certificate

Transparency: Commencement program

In May 1984, 15 students received the Certificate. Since we could not advertise it before it was approved only those students who happened to have the required area study courses were eligible for it. This year we have 18 students but the number should increase tremendously in the next year since students now can schedule the required courses. The Certificate has been advertised in the faculty newsletter, the campus newspaper, local papers, newsletters to high school counselors, newsletters to all students accepted at Michigan Tech, in freshman orientation sessions, etc. It will be described fully in the fall 1985 catalog. In addition, we have informed all area high school foreign language teachers. Last but not least, it has been announced in all foreign language classes especially the higher level courses.

In the future we want to strengthen the Certificate by adding a work/study abroad component. Feedback so far has been very good; more and more recruiters look favorably upon competency in a foreign language. In addition to that, I have a number of success stories from former students who can use their knowledge of a foreign language in their careers. Finally, let me assure you that all the effort has paid off. Enrollment figures can speak for themselves.

Transparency: Enrollment figures

1. If you studied a foreign language in high school, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other

2. For how many years did you study this language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More

3. If you studied a second foreign language, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other

4. For how many years did you study this second language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More

5. If you didn't take a foreign language in high school, do you plan on taking one at Michigan Tech?
   1) yes 2) undecided 3) no

6. If in question #5 you answered 1) or 2), which language would you wish to take?
   1) French 2) German 3) Russian 4) Spanish

7. Do you know about the benefits of taking the foreign language placement test?
   1) yes 2) no

8. Would you be more likely to take a foreign language if it were offered three hours per week rather than four?
   1) yes 2) no

9. Would you take a foreign language if your major department accepted it as approved HU credit?
   1) yes 2) no

10. Would awarding a certificate of competency which could improve your career opportunities encourage you to take a foreign language?
    1) yes 2) no

11. How would you rank a foreign language course in terms of importance in preparing for your career?
    1) absolutely unnecessary 2) of little importance 3) average
    4) moderately important 5) very important

12. Was your past experience in a foreign language course:
    1) terribly unpleasant 2) unpleasant 3) average 4) enjoyable
    5) very enjoyable

13. What would be your main reason for taking a foreign language course?
    1) possible use in job 2) possible use in travel 3) broaden my understanding of other cultures 4) improve my language skills
    5) other

1. If you studied a foreign language in high school, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other
   253 160 5 252 65 735

2. For how many years did you study this language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More
   223 326 107 50 24 730

3. If you studied a second foreign language, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other
   15 13 6 23 37 94

4. For how many years did you study this second language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More
   50 22 5 4 10 91

5. If you didn't take a foreign language in high school, do you plan on taking one at Michigan Tech?
   1) yes 2) undecided 3) no
   107 331 395 843

6. If in question #5 you answered 1) or 2), which language would you wish to take?
   1) French 2) German 3) Russian 4) Spanish
   122 147 48 90 407

7. Do you know about the benefits of taking the foreign language placement test?
   1) yes 2) no
   256 963 1,219

8. Would you be more likely to take a foreign language if it were offered three hours per week rather than four?
   1) yes 2) no
   651 584 1,235

9. Would you take a foreign language if your major department accepted it as approved HU credit?
   1) yes 2) no
   802 450 1,252

10. Would awarding a certificate of competency which could improve your career opportunities encourage you to take a foreign language?
    1) yes 2) no
    892 358 1,250

11. How would you rank a foreign language course in terms of importance in preparing for your career?
    1) absolutely unnecessary 2) of little importance 3) average 4) moderately important 5) very important
    1) 119 2) 563 3) 338 4) 200 5) 39 1,259

12. Was your past experience in a foreign language course:
    1) terribly unpleasant 2) unpleasant 3) average 4) enjoyable 5) very enjoyable
    1) 59 2) 132 3) 298 4) 273 5) 93 855

13. What would be your main reason for taking a foreign language course?
    1) possible use in job 2) possible use in travel 3) broaden my understanding of other cultures 4) improve my language skills 5) other
    1) 312 2) 302 3) 153 4) 166 5) 179 1,112

total responses 11,082

Answer Sheets: 1,279

FINAL TOTALS

The Committee makes the following assertions:

-The study of foreign languages enables students to acquire an understanding of the nature of language and of human communication.

-The study of foreign languages and cultures makes American students more aware of the ideas, activities, and attitudes of the non-English speaking world.

-Experience with and in a foreign language is intellectually beneficial to all students since the students' command of English is enriched by the study of other languages.

-The ability to function in other languages broadens the students' career opportunities both in the U.S. and abroad.

-Multinational corporations increasingly need workers and executives with knowledge of other languages. (President Carter's Commission on Foreign Language and International Studies estimates that foreigners take 100,000 jobs a year from American citizens because they do not speak other languages).

-Through experience with another culture, students broaden their horizons in cross-cultural understanding and gain a deeper concept of self and an appreciation for their own culture.

-All students at Michigan Technological University should have the opportunity to acquire competence in foreign languages and an understanding of foreign cultures.

-International exchange and work/study abroad programs should be strengthened and made more accessible in order to provide the experience of foreign study and residence to qualified students.

-The University should encourage the study of foreign languages and cultures as an important means for the improvement of communications and understanding with other nations in an increasingly interdependent and multicultural world.

To this end the Committee recommends:

1. Each department should review its curriculum and develop a typical four-year degree schedule for a student who wishes to take two years of a foreign language. This would solve the problem of students who say "I don't have any room for foreign languages in my degree schedule." Copies of this degree schedule should be made available to major advisors and the foreign language faculty.

2. Each department should appoint a faculty member to advise students who elect to study foreign languages. This advisor should work with the foreign language faculty in developing relevant course work, study abroad programs, career opportunities, etc.

3. The University should strengthen international exchange through accredited study abroad programs and expand opportunities for international co-op wherever possible.

4. The University administration should delegate responsibility to an individual faculty member or the foreign language faculty for the circulation of this report and for the coordination of activities designed to implement the recommendations of the Committee.

Bachelor of Science Degree

Mechanical Engineering

First Year*

FALL

MA150 Calculus and Analytic Geometry I	5
CH101 General Chemistry I	5
ME101 Mechanical Engineering Orientation	3
2nd year Foreign Language or 3rd year Foreign Language	3
TOTAL	16

WINTER

MA151 Calculus and Analytic Geometry II	5
CH102 General Chemistry II	5
ME103 Engineering Communication in Design	3
2nd year Foreign Language or 3rd year Foreign Language	3
TOTAL	16

SPRING

MA152 Calculus and Analytic Geometry III	5
PH204 Physics for Engineers I	5
ME104 Spatial Analysis	3
2nd year Foreign Language or 3rd year Foreign Language	3
TOTAL	16

Second Year*

FALL

MA250 Calculus and Analytic Geometry IV	5
PH205 Physics for Engineers II	5
ME202 Introduction to Mechanical Engineering Analysis	2
HU101 Freshman English I	3
TOTAL	15

WINTER

MY242 Introduction to Materials Science I	4
EM210 or EM211 Statics	4
ME203 Materials Processing	4
HU102 Freshman English 2	3
TOTAL	15

SPRING

Cognate elective	3
EM212 Dynamics I	4
HU103 Freshman English 3	3
ME223 Thermodynamics I	5
TOTAL	15

*Students who have studied a foreign language in high school for two years or more are encouraged to take the advanced placement test (see brochure "Foreign Languages at MTU"). If they place into second or third year they should continue their foreign language study in their first year at Michigan Tech. HU101, 102, and 103 could be taken in the second year in the place of HU/SS electives. American Government could be scheduled at a later date.

We recommend that students who want to begin their foreign language study at MTU start in their sophomore year.

This advising sheet has been prepared through the cooperation of the Department of Mechanical Engineering and Engineering Mechanics and the Department of Humanities.

For further information, please contact your faculty advisor or a foreign language instructor in the Department of Humanities.

1. If you studied a foreign language in high school, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other
   136 99 9 177 35
2. For how many years did you study this language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More
   138 183 53 37 19
3. If you studied a second foreign language, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other
   8 6 4 8 23
4. For how many years did you study this second language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More
   22 10 4 3 6
5. If you didn't take a foreign language in high school, do you plan on taking one at Michigan Tech?
   1) yes 2) undecided 3) no
   63 201 266
6. If in question #5 you answered 1) or 2), which language would you wish to take?
   1) French 2) German 3) Russian 4) Spanish
   70 98 27 51
7. Do you know about the benefits of taking the foreign language placement test?
   1) yes 2) no
   140 588
8. Would you be more likely to take a foreign language if it were offered three hours per week rather than four?
   1) yes 2) no
   386 358
9. Would you take a foreign language if your major department accepted it as approved HU credit?
   1) yes 2) no
   488 270
10. Would awarding a certificate of competency which could improve your career opportunities encourage you to take a foreign language?
    1) yes 2) no
    541 214
11. How would you rank a foreign language course in terms of importance in preparing for your career?
    1) absolutely unnecessary 2) of little importance 3) average
    4) moderately important 5) very important
    1) 68 2) 362 3) 203 4) 114 5) 20
12. Was your past experience in a foreign language course:
    1) terribly unpleasant 2) unpleasant 3) average 4) enjoyable
    5) very enjoyable
    1) 34 2) 90 3) 181 4) 156 5) 46
13. What would be your main reason for taking a foreign language course?
    1) possible use in job 2) possible use in travel 3) broaden my understanding of other cultures 4) improve my language skills
    5) other
    1) 196 2) 165 3) 90 4) 98 5) 94

1. If you studied a foreign language in high school, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other
   30 7 0 17 5
2. For how many years did you study this language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More
   15 27 11 4 1
3. If you studied a second foreign language, which language was it?
   1) French 2) German 3) Russian 4) Spanish 5) Other
   0 1 1 1 2
4. For how many years did you study this second language?
   1) 1 year 2) 2 years 3) 3 years 4) 4 years 5) More
   2 2 0 0 1
5. If you didn't take a foreign language in high school, do you plan on taking one at Michigan Tech?
   1) yes 2) undecided 3) no
   6 21 25
6. If in question #5 you answered 1) or 2), which language would you wish to take?
   1) French 2) German 3) Russian 4) Spanish
   6 5 5 5
7. Do you know about the benefits of taking the foreign language placement test?
   1) yes 2) no
   15 75
8. Would you be more likely to take a foreign language if it were offered three hours per week rather than four?
   1) yes 2) no
   42 46
9. Would you take a foreign language if your major department accepted it as approved HU credit?
   1) yes 2) no
   46 43
10. Would awarding a certificate of competency which could improve your career opportunities encourage you to take a foreign language?
    1) yes 2) no
    65 25
11. How would you rank a foreign language course in terms of importance in preparing for your career?
    1) absolutely unnecessary 2) of little importance 3) average
    4) moderately important 5) very important
    1) 13 2) 45 3) 21 4) 12 5) 0
12. Was your past experience in a foreign language course:
    1) terribly unpleasant 2) unpleasant 3) average 4) enjoyable
    5) very enjoyable
    1) 4 2) 7 3) 28 4) 16 5) 9
13. What would be your main reason for taking a foreign language course?
    1) possible use in job 2) possible use in travel 3) broaden my understanding of other cultures 4) improve my language skills
    5) other
    1) 27 2) 28 3) 11 4) 7 5) 13

Proposal 7-83

Certificate Program in Foreign Language and Area Study

Background:

The proposed program has been endorsed by the Departments of Humanities and Social Sciences, the School of Business and Engineering Administration and the College Council of the College of Sciences and Arts. Senate Policy, 10-70, Procedures for Developing Significant Changes in Academic Programs requires that the Senate Curricular Policy Committee review proposed programs and submit a recommendation to the Senate. On April 21, the Senate Curricular Policy Committee voted unanimously to recommend that the Senate approve the proposed Certificate Program in Foreign Language and Area Study.

Objective

To encourage undergraduate students at Michigan Technological University to study a foreign language and to take related area study courses by awarding a "Certificate in ____*_____ Language and Area Study."

*French, German or Spanish

Background

Recognizing the need for global perspectives in professional education, many universities have included the study of foreign languages and cultures in their professional school programs. A certificate program in foreign language and area study could be an effective means to encourage students to become internationally informed professionals.

Benefits

The study of foreign languages and related fields can:

- Improve the professional qualifications of graduates of MTU.
- Enhance the career opportunities of graduates of MTU.
- Make American students more aware of the ideas, activities, and attitudes of the non-English speaking world.
- Increase the students' understanding of English.
- Broaden the students' horizons in intercultural understanding.
- Improve communication with other nations in an increasingly interdependent and multicultural world.

Costs

As no new courses are needed, the cost will be limited to the publicity and administration of this modest program.

Specific Course Requirements

1. Two years of a foreign language (21 credits).

2. Three area study courses (9 credits):

   a. One course in anthropology or cultural geography (3 credits).

   b. One course in non-U.S. history, non-U.S. political science or economics (3 credits).

   c. One course in French, German or Spanish literature (300-level) or Intercultural Communication or World Literature in Translation or other courses approved by the Advisory Committee (3 credits).

Note: The three area study courses should be related or relevant to the specific foreign language. For non-business students, BA 206 - Principles of Economics III is recommended.

Additional Suggested Courses

For students who qualify for a Certificate and are interested in taking other area study courses, a list will be prepared by the Advisory Committee to include relevant courses from the Humanities and Social Science departments.

Administration

One member of the foreign language faculty will be appointed by the Department of Humanities to administer this program.

Advisory Committee

An advisory committee will be set up to assist the administrator with the development of operating procedures and to deal with specific problems. This committee should be charged with evaluating the effectiveness of the Certificate Program and recommending improvements. The committee will consist of one representative from the School of Business, one representative from the Department of Social Sciences, and one representative from each foreign language.

Awarding of the Certificate

Michigan Technological University will award the certificate to students who have fulfilled the specific course requirements. The certificate will also be noted on the students' transcripts.

SCHEDULE FOR CERTIFICATE IN FOREIGN LANGUAGE AND AREA STUDY

Students who qualify for a Certificate in either French, German or Spanish must complete two years of the same foreign language (21 credits), and three area study courses (9 credits), including one course in anthropology or cultural geography (3 credits), one course in non-U.S. history, non-U.S. political science or economics (3 credits), and one course in French, German or Spanish literature (300 level) or other approved Humanities elective. Students must have a grade point average of 2.5 or better in all courses required for the Certificate.

Soc. Sec. Number_____

Name_____

Expected Graduation Date_____

Degree Expected_____

Placement Validation - Office Use Only

Date_____ Credit_____

G.P.A. for Courses_____

Expected Completion Date of Certificate Requirements_____

I. FOREIGN LANGUAGE: (21 credits)

FRENCH		GERMAN		SPANISH	
HU 171_____	HU 271_____	HU 181_____	HU 281_____	HU 191_____	HU 291_____
HU 172_____	HU 272_____	HU 182_____	HU 282_____	HU 192_____	HU 292_____
HU 173_____	HU 273_____	HU 183_____	HU 283_____	HU 193_____	HU 293_____
			HU 285_____		

II. AREA STUDY COURSES: (9 credits)

1. Anthropology or Cultural Geography (3 credits)

SS 143_____ SS 271_____ SS 371_____ SS 372_____ SS 377_____

2. Non-U.S. History, Non-U.S. Political Science or Economics (3 credits)

SS 121_____	SS 320_____	SS 233_____	BA 206*_____	BA 406_____
SS 122_____	SS 321_____	SS 234_____	BA 302_____	BA 467_____
SS 123_____	SS 328_____	SS 338_____	BA 405_____	
	SS 329_____			

3. Foreign Language Literature or Humanities (3 credits)

French	German	Spanish	Humanities
HU 375_____	HU 385_____	HU 395_____	HU 228_____
HU 376_____	HU 386_____	HU 396_____	HU 303**_____
HU 377_____	HU 387_____	HU 397_____	HU 445_____

NOTES: *BA 206 recommended for non-business majors (prerequisites: BA 201 & 202)
**HU 303 with permission of certificate advisor

Approved_____ Date_____
Foreign Language and Area Studies Advisory Committee

Approved_____ Date_____
Registrar's Office

FOREIGN LANGUAGE AND AREA STUDY CERTIFICATE PROGRAM

Michigan Technological University awards a Certificate in Foreign Language and Area Study in French, German, and Spanish. The course requirements are as follows:

--Two years of the same foreign language (21 credits)

--Three area study courses (9 credits) as follows:

One anthropology or cultural geography course (3 credits)

One non-U.S. history, non-U.S. political science or economics course (3 credits)

One course in French, German, or Spanish literature (300-level) or HU 228 Intercultural Communication, HU 303 (world literature in translation) or HU 445 (topics in world literature) or other courses approved by the Advisory Committee.

A list of relevant courses is available from the Department of Humanities. Part-time students may also pursue the certificate without enrolling in a degree program. All students must, however, comply with the procedures for admission to Michigan Technological University.

Michigan Technological University will award the certificate to students who have fulfilled the specific course requirements while maintaining a grade point average of 2.5 or better in all courses required for the certificate.

For further information contact Dr. Sigrid Weinmann in the Humanities Department.

Michigan Technological University

HOUGHTON MICHIGAN

Hereby it is certified that upon the recommendation of the Faculty, the Board of Control of the Michigan Technological University has conferred on

John H. Greenham

the

Certificate in Foreign Language and Area Study in German

in recognition of the satisfactory fulfillment of the requirements pertaining to this certificate.

Dated this nineteenth day of May, 1984.

Brenda R. Jones
Chairman of the Board of Control

Dale F. Stein
President of the University

BEST COPY AVAILABLE

Class of 1984
May Commencement

May 19, 1984

SCHOOL OF TECHNOLOGY
Dean Gerald J. Caspary

ASSOCIATE IN APPLIED SCIENCE IN CIVIL ENGINEERING TECHNOLOGY

Gina Marie Adamini
David Charles Aittama
David Allen Andreski
Bruce James Beaudoin
Paul Joseph Bissen
Roberta Ann Bucklin
**Russell J. Capaldi
Kevin John Curtin
Donna Lynn Demattia
John Jay Gagnon
John W. Hopp
*David Joseph Hurlburt
*Stuart Alan Laakso
*Richard Eugene Liptak, Jr.
*George M. Platz
Debra Karen Ranta
Henry Thomas Reed
Todd Michael Rowell
*Michael John Steenwyk
Kenneth John Thompson
*Enyinnaya Umeseaka
David John Voyt

ASSOCIATE IN APPLIED SCIENCE IN ELECTRICAL ENGINEERING TECHNOLOGY

**Douglas Lee Baker
Arthur Dewight Barrett, Jr.
*Kevin Charles Barrett
Robert Allan Basara
Daniel Richard Bellenbaum
David Alan Bernard
Tamira Lynn Blackmer
Robert A. Bourgo
*Joseph David De Forge
Julie Marie Delago
*David James Depauw
James Andrew Dornbos
Diana Kay Dunn
*Brian Joseph Everest
**Edward H. Fauver
Robert Henry Feldscher, Jr.
Vincent Hall
Kristine Emma Hopson
Timothy C. Hubbard
James Andrew Hull
Peter Michael Humphrey
Douglas Per Ifversen
Brian Paul Janshego
James Allen Kleinke
*Roy D. Koski
Jonathan Leslie Kouri
*Stuart Lauri Lahti
Brian Michael Leinonen
*Steven V. Licata
Brent Lloyd Matzke
**Michael James McCash
*Maria Ouellette Mickelson
Michael Edward Myers
**Thomas Wayne Nicks
*Carla Jean Niemi
*Peter John Olson
*Gary Roy Peterson
**Kimberly Ann Pfeiffer
Ralph Chris Pizzi
John Joseph Plonski
James Edward Riske
Bradley Kenneth Roberts
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*George Gerald Semenak II
James Patrick Shaune
Laurie A. Sibbald
Arthur P. Tesner
Renee Marie Tezak
Randall William Tuomikoski
Scott Alan Wenzel
Sylvia Anne Wrate

*with honor
**with high honor
†Secondary Teacher Certificate
‡Secondary Foreign Language & Area Study Certificate

COLLEGE OF ENGINEERING
Dean Gordon P. Krueger

BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

**Juli K. Adamson
*Greg Joseph Anderson
Michael Peter Anderson
Michael Joseph Baranowski
**Lori Ann Basara
Sally Jo Beck
*Michael Richard Berrigan
*Michael James Bland
George Fredrick Bork
Suzanne Marie Brakora
**David J. Bunge
*David Robert Carlson
*‡Carolyn Jean Clawson
James Floyd Cuthbertson
Ray Gerald Darby
**‡Fredrick Wayne Demarse
Timothy Edward Denhof
Michael Alan Dion
Gerald John Drake
Janet A. Faulkner
Katherine Ellen Fogus
Robert Charles Foguth
Katherine Marie Gagnon
*Barbara Anne Gardner
Miguel Eduardo Gonzalez
David Daniel Grudzinski
**William Scott Hammack
Michael Raymond Harte
**Joan Marie Hawn
Robert Douglas Hines
*Eric Ronald Hungerman
Zahid Hussain
**Craig Donald Iseli
**Dana Scott Jack
Imran Nasir Jinnah
Gary Allen Johnson
*Pamula Jean Jones
William R. Kaiser
Frank Kao
Scott Randal King
**Cynthia Susan Krause
Laura Jean Krehn
**Michael G. Kroupa
Dale Richard Kuehn
Paulo De Carvalho Lacombe
Roger Alvin Ladewig
*Barry J. Mac Gregor
**Heather Lynn MacKinnon
William Charles Maki
**Jeffrey Basil Martin
*Worley Kent Mays, Jr.
*Thomas Russell McLean
*Lisa Kaye Merrelli
Susan Lenore Mileski
*Mary Ann Mull
Beth Ann Nolle
*Denise Lynn Oleynik
Vijay Kantibhai Patel
Jerome Pellette
*Gregory J. Perkowski
Greg Leonard Peterson
Denise Marie Pohl
Jan Joseph Pretti
James Paul Raff
*John Steven Rau
**Anne Marie Reimus
‡Wolfgang Joseph Reitz
Frederick Russell Riggs
*Thomas Patrick Riley
Matthew Joseph Rodman
Mark Eugene Rogalski
Suzanne Marie Salmer
Stefano Giovanni Savastano
‡Jacquelyn Kay Schmitt
*Ellen M. Schure
Gayle Ann Selewski
*Deborah S. Siehling
Kent Michael Sikorski
Michael Alexander Sinclair
David Carl Slade
Stephen Robert Smith
Barney Ray Sokoloskis
Michael John Solda
**Joan Elaine Stickelmeyer
Craig Louis Surprenant
*Tod A. Sutton
Philip Lee Swinford
Michael Stephen Takish
**Samuel Scott Tawney
Tina Marie Taylor
**Jay Clark Thiessen
Bradley R. Thomas
*‡Barbara Mae Toth
**David Alan Trestain
*Rose Elizabeth Vogel
Daniel Raymond Vore
*John Dale Walch
Russell Jerome Zynda

ENROLLMENTS IN FOREIGN LANGUAGE

1975/76	390	
1976/77	415	
1977/78	464	
1978/79	550	(Conversation classes added)
1979/80	559	
1980/81	760	(Report on foreign language education at MTU)
1981/82	801	
1982/83	838	
1983/84	883	(Certificate awarded May 1984)
1984/85	1,075	

CERTIFICATES AWARDED

Engineering	17
Business	5
Sciences	7
Humanities	4
	33